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ABSTRACT

This study guide for teaching English as a second language is intended to be used as an individualized in-service training unit for teachers and prospective teachers in bilingual education programs. It contains 12 lesson plans which deal with consonants, vowels, intonation, morphology, syntax, sound systems, self-evaluation, and lexicon. Included is a discussion of additional methods for teaching English as a second language. (SK)

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STUDENT STUDY GUIDE

for

TEACHING ENGLISH AS A SECOND LANGUAGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This Study Guide was developed as a part of a grant from the Department of Health, Education, and Welfare under the provisions of Title VII of P.L. 89-10, as amended. It is intended to be used as an individualized in-service training unit for teachers and prospective teachers in biling al education programs. The objective for its use is the development of an understanding of the theory and techniques of teaching English as a second language as evidenced by scoring 75% accuracy on the unit examination.

TEACHING ENGLISH AS A SECOND LANGUAGE

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LESSON NO. 1

TOPIC: Teaching English as a Second Language: Introduction, definition, and rationale.

Direction No.	Directions
1.	THE QUESTIONS PRESENTED BELOW REPRESENT SOME OF THE MAJOR POINTS COVERED IN YOUR READING ASSIGNMENT. READ THE QUESTIONS CAREFULLY AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF THE READING ASSIGNMENT.

Q1. Define the following terms:

(a) Language
(b) Linguistics
(c) Linguist
(d) Applied Linguistics
(e) English as a Second Language (ESL)
(f) English as a Foreign Language (EFL)
(g) Articulation
(h) Dialect
(i) Diglossia
(j) Idiolect
(k) Lexicon
(l) Morpheme
(m) Morphology
(n) Phonology
(o) Phonotactics
(p) Syntax

Q2. What is the relationship of writing to language?

Q3. In what way(s) is a child's knowledge of the structure of his native language revealed most clearly?

Q4. In what ways does second language learning differ from first language learning?

Q5. What is most frequently, and erroneously, assumed to be the most important aspect of learning a second language?

Q6. What is the major contribution that linguistics has to offer for the teacher of a second language?

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Direction No.	Directions
	Q7. What is the major basis for a dialect coming to be considered the "standard language"?
	Q8. Name and give examples of the three basic constituents of language.
	Q9. What generally causes linguistic interference?
	Q10. State the probable language-learning situation which produces (a) a compound bilingual and (b) a coordinate bilingual.
	Q11. Defend the statement, "In a good language program the students, not the teacher, will be talking much of the time, and a successful bilingual classroom will not be a quiet classroom".
	Q12. State three types of biases which have often been inherent in studies concerning the effect of bilingualism on intelligence.
	Q13. What conclusions did Peal and Lambert reach following their study of the relationship between bilingualism and intellectual functioning?
	Q14. State Dr. Wilder Penfield's theory relating to second-language learning by children.
	Q15. What implications does Dr. Penfield's theory hold for bilingual education?
2.	CONSIDER THE ABOVE QUESTIONS AS YOU COMPLETE THE ASSIGNMENTS GIVEN BELOW. REMEMBER, YOU WILL BE ASKED TO ANSWER THE QUESTIONS LATER.

Assignment 1 -- Read the Preface and pages 1 thru 23 in Saville and Troike's, A Handbook of Bilingual Education.

Assignment 2 -- Read pages 9 thru 18 in Politzer's Foreign Language Learning.

Assignment 3 -- On page 3 of this manual, study the supplementary definitions and statements presented and then follow the directions given at the bottom of the page.

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SUPPLEMENTARY INFORMATION

Linguistics (noun) -- the science of language. Linguistic is the adjective.

A linguist -- a person who studies language in a scientific manner; he may or may not be bilingual or multilingual.

Applied linguistics -- linguistics applied to some problem such as machine translation of language or language teaching. In our case, the term will always mean linguistics applied to language teaching and learning.

English as a Second language (ESL) differs from English as a foreign language (EFL): English as a foreign language is learned in a country in which the official language is one other than English; English as a second language is learned in a country in which the official language is English and thus becomes a second language rather than a foreign one.

Dr. Wilder Penfield, the Canadian neurosurgeon, explains the differences in aptitude for second language acquisition found between children and adults in terms of the brain mechanism. The physiological development of the brain causes it to be very plastic and to specialize in the capacity to acquire speech before the ages of ten to fourteen. After this age, the brain becomes more rigid and less receptive to speech acquisition and specializes in other functions. "The optimum age for beginning the continuous learning of a second language seems to fall within the span of ages four through eight."[1]

[1]Penfield, Wilder, "A Consideration of the Neurophysiological Mechanisms of Speech and Some Educational Consequences," Bulletin of the American Academy of Arts and Sciences, Vol. VI, No. 5 (Feb., 1953, 199-214.)

TURN TO THE FOLLOWING PAGE AND READ DIRECTION NO. 3!

Direction No.	Directions
3.	CONTACT YOUR BILINGUAL EDUCATION COORDINATOR AND ARRANGE TO SEE THE FILM "THE NATURE OF LANGUAGE AND HOW IT IS LEARNED."* PAY PARTICULAR ATTENTION TO THE FOLLOWING POINTS:

I. PURPOSE OF THE FILM

The film explains the nature of language, how it is learned and establishes the validity of the "oral approach" to teaching.

The living language is shown to be speech. Examples of speech are drawn from the vast reservoir of languages of the world. These examples reveal how differently languages function in their sound systems, grammatical organizations and lexical developments. Speech is compared with writing.

People learn to speak their native language early in life, through oral experience only. Learning the language is generally a pre-school experience. Modern teaching of a second language parallels the way in which people learn their first language, but is more scientifically organized and stresses the formation of new language habits.

II. MAJOR POINTS TO BE EMPHASIZED

1. Language is speech.
2. The vital means of communication between people is speech.
3. Speech consists of sounds organized into a system for human communication. Speech conveys meanings by tone of voice, stress, and pause.
4. Writing is a record of speech through visible marks.
5. Writing is comparatively recent; speech is as old as human society.
6. Most of the 5,000 spoken languages of the world have no writing systems.
7. Languages in underdeveloped countries are not necessarily simple in their vocabularies or grammatical organization.
8. Children lay the foundations of learning their native tongue in pre-school years.
9. Children learn the sound system and grammar of their language by oral experiences only.
10. By the time children go to school, they know how to use and understand their language, within a limited vocabulary.
11. In school, children learn essentially to read and write and expand their language patterns.
12. Modern teaching of a second language is based on how people learn their first one.

*This film is one of a series of five films entitled Principles and Methods of Teaching a Second Language, put out by Teaching Film Custodians, Inc., of New York. The information concerning the film is quoted from the Work Papers, Courtesy TFC, 25 W. 43 Street, NYC, N.Y.

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Direction No.	Directions

13. But learning a second language is different from learning the first.

    A. The learner tends to carry over his own patterns to the new language.
    B. The learner must form a new set of language habits.
    C. The learner must have materials and methods to help him learn economically.

14. Since language is speech, modern learning of language is through speech.
15. Reading and writing are used, but only after the patterns have been learned through speech.
16. Really mastering a foreign language means learning the social and cultural values in the new language.

AFTER VIEWING THE FILM, TURN TO PAGE NO. 6 IN THE STUDY GUIDE AND READ DIRECTION NO. 4!

Direction No.	Directions
4.	USING A BLANK SHEET OF PAPER, COVER ALL OF THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 1 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE ASSIGNMENT AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTIONS 2 THROUGH 30.

Question 1. Define Language.

R.1. A highly complex form of symbolic activity in which word form, separate sounds, stress, intonation, and word order are fused in systematic ways to organize and communicate meaning.

Question 2. Define Linguistics.

R.2. The science of language. Linguistic is the adjective.

GO TO THE NEXT PAGE!

Direction No. Directions

Question 3. Define Linguist.

R.3. A person who studies language in a scientific manner. He may or may not be bilingual or multilingual.

Question 4. Define applied linguistics.

R.4. Linguistics applied to some problem such as machine translation of language or language teaching. For our purposes, it is linguistics applied to language teaching and learning.

Question 5. Define English as a Second Language (ESL).

R.5. When the learner's native language is not English and he learns English in a country in which English is the official language, English becomes his second language.

GO TO THE NEXT PAGE!

Direction No.	Directions

Question 6. Define English as a Foreign Language (EFL).

R.6. English which is learned in a country in which the official language is not English.

Question 7. Define articulation.

R.7. The production of differing speech sounds by altering the shape and size of air passages in the vocal tract.

Question 8. Define dialect.

R.8. The variety of language spoken by members of a single speech community, either regional or social.

GO TO THE NEXT PAGE!

Direction No. Directions

Question 9. Define diglossia.

R.9. A situation in which each language is typically used in, and considered appropriate to, different types of situations (e.g., home vs. outside).

Question 10. Define idiolect.

R.10. The unique speech of any individual.

Question 11. Define lexicon.

R.11. The vocabulary or words of the language.

GO TO THE NEXT PAGE!

Direction No. Directions

Question 12. Define Morpheme.

R.12. The smallest recurring unit in a language which carries meaning.

Question 13. Define Morphology.

R.13. The study of the structure of words.

Question 14. Define Phonology.

R.14. The sound system of language.

GO TO THE NEXT PAGE!

Direction No. Directions

Question 15. Define Phonotactics.

R.15. The pattern of distribution of sounds in a language.

Question 16. Define Syntax.

R.16. The way words (or morphemes) are related to each other--their arrangement.

Question 17. What is the relationship of language to writing?

R.17. Writing is a record of speech using visible marks and symbols. It is generally an inadequate system of communication when compared to speech.

GO TO THE NEXT PAGE!

Direction No.	Directions

Question 18. In what way(s) is a child's knowledge of the structure of his native language revealed most clearly?

R.18. His mode of applying regular patterns of the language in inappropriate places or ways. In example, "my foots", "I buyed", and "It is gooder".

Question 19. In what ways does second language learning differ from first language learning?

R.19. First-language learning is extended, utilizes much practice, and involves the gaining control of sound and grammatical patterns while acquiring only a limited vocabulary, which is later expanded. Second-language learning needs to be a systematic and efficient formation of new language habits directed toward eliminating interference from the first-language system.

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Direction No.

Directions

Question 20. What is most frequently, and erroneously, assumed to be the most important aspect of learning a second language?

R.20. Acquiring a large, extensive vocabulary.

Question 21. What is the major contribution that linguistics has to offer for the teacher of a second language?

R.21. Provides contrastive analyses of the systems of both languages involved. Points out troublesome areas and provides a basis from which a more systematic and efficient method for teaching the second language may be developed.

GO TO THE NEXT PAGE!

Direction No. | Directions

Question 22. Why does one particular dialect come to be considered the "standard language"?

R.22. The dialect spoken by the upper classes of educated speakers in the more important areas and urban centers usually comes to be considered the "standard" language.

Question 23. Name and give examples of the three basic constituents of language.

R.23. (1) Sound structure (separate sounds of consonants and vowels, stress, intonation and rhythm), (2) grammatical structure (word endings [affixes], function words, and word order), and (3) content vocabulary (dictionary component of languages such as the separate words for different types of alking found in some African languages).

GO TO THE NEXT PAGE!

Direction No. | Directions

Question 24. What causes linguistic interference?

R.24. The habits (sound, grammatical and lexical) of the native language cause linguistic interference.

Question 25. State the probable language-learning situation which produces (a) a compound bilingual and (b) a coordinate bilingual.

R.25. (a) A compound bilingual's second language is dependent upon his mother tongue, for he thinks first in the mother tongue and then translates or he translates from the second language to his mother tongue.

(b) The coordinate bilingual's two languages are independent and he has probably learned his two languages in separate contexts while a compound bilingual probably learned his second language in school through a translation-type approach.

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Direction No.	Directions
	Question 26. Defend the statement, "In a good language program the students, not the teacher, will be talking much of the time, and a successful bilingual classroom will not be a quiet classroom".

R.26. In order to master the habits of the second language, a great deal of oral practice under supervision is required.

Question 27. State three types of biases which have often been inherent in studies concerning the effect of bilingualism on intelligence.

R.27. (1) Linguistic and (2) cultural biases along with (3) failure to match groups socio-economically have invalidated many studies of the effect of bilingualism on intelligence.

GO TO THE NEXT PAGE !

Direction No. Directions

Question 28. What conclusions did Peal and Lambert reach following their study of the relationship between bilingualism and intellectual functioning?

R.28. Peal and Lambert's study with carefully matched subjects showed that bilingual subjects performed as well as monolinguals in all areas and exceeded monolinguals in tasks involving symbolic manipulation and flexibility of response.

Question 29. State Dr. Wilder Penfield's theory relating to second-language learning by children.

R.29. Second languages are acquired easily before the ages of ten to fourteen due to the plasticity of the brain, which is later lost.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 30. What implications does Dr. Penfield's theory hold for bilingual education?

R.30. With early and proper training the children should be able to gain native-like control of the second language.

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5. YOU HAVE COMPLETED LESSON NO. 1. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 2. TURN TO PAGE 19 IN THE STUDY GUIDE AND READ DIRECTION NO. 6.

PART II. THE STRUCTURE OF ENGLISH

LESSON NO. 2.

TOPIC: The Consonants of English.

Direction No.	Directions
6.	READ CHAPTER I (PP. 3-8) IN POLITZER. PAY CAREFUL ATTENTION TO THE DEFINITIONS (AND EXAMPLES) OF THE FOLLOWING TERMS: a. phoneme b. phonemic c. allophone d. stress e. intonation AFTER READING CHAPTER I, FOLLOW DIRECTION NO. 7 BELOW.
7.	USING A BLANK SHEET OF PAPER, COVER ALL OF THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 1 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE LESSON AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTIONS 2 THROUGH 5.

Question 1. Define phoneme and give an example.

R.1. The smallest unit of sound which makes a difference in meaning in a language. Examples: /t/ and /d/ as in tin, din, not, nod.

GO TO THE NEXT PAGE!

Direction No.	Directions

Question 2. Define phonemic.

R.2. The adjective form of phoneme indicating a meaningful difference.

Question 3. Define allophone.

R.3. The variants in sound of the same sound unit (phoneme). Example: /p/ as in pin and /p/ as in spin.

Question 4. Using an example, illustrate the significance of stress in language.

R.4. Permit = noun, but permit = verb.

GO TO THE NEXT PAGE!

Direction No.	Directions

Question 5. Using examples, illustrate the significance of intonation in language.

R.5. Charles is speaking English.
Charles is speaking English!
Charles is speaking English?

GO TO DIRECTION NO. 8 (PAGE 22) IN THIS STUDY GUIDE!

Direction No.	Directions
8.	STUDY CHAPTER 4 (PP. 21-28) IN POLITZER. MEMORIZE THE CONSONANT PHONEMIC SYMBOLS SHOWN ON THE CHART (PAGE 28) IN POLITZER. AFTER READING CHAPTER 4, FOLLOW DIRECTION NO. 9 BELOW.
9.	DO NOT USE THE BOOK (POLITZER) IN WORKING THE FOLLOWING EXERCISE: IN THE EXERCISE BELOW, CONSONANT SOUNDS AND SYMBOLS ARE LISTED IN THE LEFT HAND COLUMN AND ILLUSTRATIVE WORDS ARE GIVEN IN THE RIGHT HAND COLUMN. YOU ARE TO MATCH THE APPROPRIATE WORD IN THE RIGHT HAND COLUMN WITH THE APPROPRIATE SOUND OR SYMBOL IN THE LEFT HAND COLUMN. INDICATE YOUR CHOICE BY PLACING THE NUMBER OF THE WORD IN THE SPACE PROVIDED TO THE LEFT OF THE SOUND IN THE LEFT HAND COLUMN.

_____ θ	1. bottle
_____ ʃ	2. vision
_____ ʒ	3. thin
_____ ŋ	4. fat
_____ ð	5. that
_____ ʤ	6. gin
_____ ɾ	7. water
_____ ə	8. sing
	9. she
	10. chin
	11. yes

TURN TO THE NEXT PAGE (PAGE 23) AND CHECK YOUR ANSWERS. IF YOU MISSED ANY OF THE ITEMS CHECK PAGE 28 IN POLITZER AND DETERMINE THE SOURCE OF YOUR ERROR AND CORRECT IT. REMEMBER, YOU WILL BE REQUIRED TO USE THESE SYMBOLS THROUGHOUT THE REMAINING LESSONS!

GO TO THE NEXT PAGE!

Direction No. Directions

CORRECT RESPONSES TO THE PRECEEDING EXERCISE:

3	θ
9	ʃ
6	ǰ
8	ŋ
1	ʔ
2	ʒ
10	č
5	ə

AFTER CHECKING YOUR ANSWERS AND CLARIFYING THE SOURCE OF YOUR ERRORS (IF ANY,) READ DIRECTION NUMBER 10.

GO TO THE NEXT PAGE!

Direction No.	Directions
10.	READ THE "ADDITIONAL INFORMATION" PRESENTED BELOW. COMPARE THE CONSONANT-PHONEME CHART IN POLITZER (PP. 28) TO THE CHART IN SAVILLE AND TROIKE (PAGE 25).

Additional Information:

For various reasons, you will find occasional differences in the symbols used by different linguists to represent the same sound. Thus the symbols /ʃ/ and /ʒ/ used by Politzer to represent the sh sound in shore and the zh sound in rouge correspond to the symbols /š/ and /ž/ used by Saville and Troike.

The chart on p. 25 in Politzer is a chart of the English consonant phonemes only if the palatal stops /k/ and /g/ are omitted and glottal stop /ʔ/ is omitted. Reasons: There are only two cononant phonemes, /k/ and /g/ in English; and the /ə/ phonemes in bottle are properly considered to be two phonemes in American English.

GO TO DIRECTION NO. 11!

11.	TURN TO PAGE 29 IN POLITZER. CAREFULLY WORK EXERCISES 1 THROUGH 13. (DO NOT MARK IN THE TEXTBOOK!) MAKE SURE YOU COMPLETELY UNDERSTAND THE MATERIAL BEFORE WORKING ON THE NEXT EXERCISE! AFTER COMPLETING EXERCISES 1 THROUGH 13, READ DIRECTION NO. 12.

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Direction No.	Directions
12.	TRANSCRIBE THE CONSONANT SOUNDS OF EACH WORD INTO PHONEMIC TRANSCRIPTION. DO NOT CONCERN YOURSELF WITH VOWEL SOUNDS.

EXAMPLE:

E.1. cough, dove = /_ . _/ , /_ . _/

R.1. cough, dove = /k . f/ , /d . v/

E.2. was, can = /_ . _/ , /_ . _/

R.2. was, can = /w . z/ , /k . n/

NOW, USING A BLANK SHEET OF PAPER, COVER THE FOLLOWING EXERCISE PAGE BELOW THE FIRST DOTTED LINE. IN THE SPACE PROVIDED, TRANSCRIBE THE WORD PAIR INTO PHONEMIC TRANSCRIPTION. MOVE THE COVER PAPER DOWN TO THE DOUBLE LINE AND CHECK YOUR ANSWER. CORRECT ANY ERROR YOU MAY HAVE MADE AND REPEAT THE PROCEDURE FROM THE NEXT DOTTED LINE.

TURN PAGE AND BEGIN!

Direction No.	Directions
	church, judge = /_ . _ _/ , /_ . _/
	rage, rug = /_ . _/ , /_ . _/
	church, judge = /č . r č/, /ǰ . ǰ/
	rage, rug = /r . ǰ/ , /r . g/
	benign, sing = /_ . _ . . _/ , /_ . _/
	damn, bomb = /_ . _/ , /_ . _/
	benign, sing = /b . n . . n/, /s . ŋ/
	damn, bomb = /d . m/ , /b . m/
	state, lead = /_ _ . _/ , /_ . _/
	fence, fetch = /_ . _ _/ , /_ . _/
	state, lead = /s t . t/, /l . d/
	fence, fetch = /f . n s/ , /f . č/
	clique, sink = /_ _ . _/ , /_ . _ _/
	rash, badge = /_ . _/ , /_ . _/
	clique, sink = /k l . k/, /s . ŋ k/
	rash, badge = /r . š/ or /r . ʃ/, /b . ǰ/
	hiss, rage = /_ . _/ , /_ . _/
	felt, stern = /_ . _ _/ , /_ _ . _ _/
	hiss, rage = /h . s/ , /r . ǰ/
	felt, stern = /f . l t/ , /s t . r n/

GO TO THE NEXT PAGE!

Direction No.	Directions
	joke, jab, get, gentle = /_ ._/, /_ . _/, /_._/, /_ . _ _ . _/
	thin, this, thought, thick= /_ . _/, /_ . _/, /_ . _/, /_ . _/
	/ǰ . k/, /ǰ . b/, /g . t/, /ǰ . n t . l/
	/θ . n/, /ð . s/, /θ . t/, /θ . k/
	Ceiling, seat, rate, zero= /_._._/, /_._/, /_._/, /_._./
	job, chap, gym, gentile= /_._/, /_._/, /_._/, /_._ _../
	/s.l.ŋ/, /s.t/, /r.t/, /z.r./
	/ǰ.b/, /č.p/, /ǰ.m/, /ǰ.n t..l/
	fat, van, photo, psalm = /_._/, /_._/, /_._./, /_._/
	know, ken, kid, key = /_./, /_._/, /_._/, /_./
	/f.t/, /v.n/, /f.t./, /s.m/
	/n./, /k.n/, /k.d/, /k./
	whose, white, chip, zinc = /_._/, /_ _..._/, /_._/, /_._ _/
	shave, Jim, chin, German = /_._/, /_._/, /_._/, /_. _ _._/
	/h.z/, /h w..t/, /č.p/, /z.ŋ k/
	/ʃ.v/ or /š.v/, /ǰ.m/, /č.n/, /ǰ.r m.n/
	teeth, bath, thought, breathe = /_._/, /_._/, /_._/, /_ _._/
	pin, father, that, hit = /_._/, /_._._/, /_._/, /_._/
	/t.θ/, /b.θ/, /θ.t/, /b r.ð/
	/p.n/, /f.ð.r/, /ð.t/, /h.t/

GO TO DIRECTION NO. 13!

Direction No.	Directions
13.	YOU HAVE COMPLETED LESSON NO. 2. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 3. TURN TO PAGE 29 IN THE STUDY GUIDE AND READ DIRECTION NO. 14.

LESSON NO. 3

TOPIC: The Vowels of English

Direction No.	Directions
14.	READ AND CAREFULLY STUDY PP. 34-36 IN POLITZER. MEMORIZE THE ORTHOGRAPHIC SYMBOLS USED TO REPRESENT THE VOWEL SOUNDS USED IN POLITZER. AFTER READING THE ABOVE PAGES RETURN TO DIRECTION 15 IN THIS STUDY GUIDE.
15.	READ THE "ADDITIONAL INFORMATION" BELOW.

Additional Information

As indicated in the previous learning exercise, there are occasional differences in symbols used by various linguists to represent phonemes. The diphthong phonemes represented by Politzer as /i/ and /e/, /u/ and /o/ as in (beat, bait, boot and boat) are represented by Saville and Troike (page 35) as /iy/, /ey/, /uw/ and /ow/. Also mentioned by Saville and Troike (but omitted by Politzer) are three other diphthongs of Texas English: /ay/, /aw/ and /ɔy/ as used in buy, the verb bow, and boy. Thus, the seven simple vowels and seven diphthongal vowels (which have greater duration) of Texas English are shown in the chart on the following page. (Politzer's method of transcription is used). Study the chart and memorize the vowel and diphthong symbols. Then read direction 16.

GO TO THE NEXT PAGE!

TEXAS DIALECT OF ENGLISH
SIMPLE VOWELS

	Front	Central	Back
HIGH	I		U
	ɛ		
MID		ə	
	æ		ɔ
LOW		a	

DIPHTHONGS

	Front	Central	Back
HIGH	i		u
			ɔɪ
MID	ɛ	o	
LOW		aɪ, aʊ	

Direction No.	Directions
16.	WORK EXERCISES 1 THROUGH 4 ON PAGES 36-37 IN POLITZER. DO NOT MARK IN THE TEXT. WHEN ERRORS IN THE EXERCISES HAVE BEEN CORRECTED, READ DIRECTION NO. 17.[1]
17.	TRANSCRIBE PHONEMICALLY THE WORDS PRESENTED IN THE FOLLOWING EXERCISES:

IMPORTANT NOTICE!!!!!!!!!!

All additional exercises are based mainly on one Texas dialect of English. If you were reared in another section of the country (or even the state) your vowel sounds (and occasionally consonants) may not always coincide with those given. Examples: /kɔt/ or /kat/ for caught and /nyu/or /nu/for new.

great, brain = / / , / /

said, say = / / , / /

---

great, brain = /gret/, /bren/

said, say = /sɛd/, /se/

---

boat, sew = / / , / /

flow, towel = / / , / /

---

boat, sew = /bot/, /so/

flow, towel = /flo/ , /taʊl/

---

chute, food = / / , / /

moon, soup = / / , / /

---

chute, food = /ʃut/, /fud/

moon, soup = /mun/, /sup/

---

[1] Number 2 of Learning exercise 4 is pronounced /sin/ in some dialects.

GO TO THE NEXT PAGE!

Direction No.	Directions
	toll, goat = / / , / /
	raccoon, flow = / / , / /

toll, goat = /tol/ , /got/

raccoon, flow = /rækun/ , /flo/

	bread, bed = / / , / /
	pleasure, ten = / / , / /
	tray, great = / / , / /
	vain, bead = / / , / /

bread, bed = /bred/ , /bed/

pleasure, ten = /plɛʒər/, /tɪn/

tray, great = /tre/, /gret/

vain, bead = /ven/, /bid/

USING A BLANK SHEET OF PAPER, COVER THE FOLLOWING PAGE BELOW THE FIRST DOTTED LINE. TRANSCRIBE PHONEMICALLY THE SET OF WORDS PRESENTED. LOWER THE COVER SHEET TO THE FIRST DOUBLE LINE TO CHECK YOUR ANSWER. CORRECT ANY ERRORS YOU MAKE AND FOLLOW THE SAME PROCEDURE FOR ADDITIONAL WORD SETS.

TURN TO THE NEXT PAGE AND BEGIN!

Direction No.	Directions
buy, tie, train =	/ / , / / , / /
aisle, ghoul, goal =	/ / , / / , / /
stone, foe, bitter =	/ / , / / , / /
stay, stew, peat =	/ / , / / , / /

/baɪ/, /taɪ/, /tren/
/aɪl/, /gul/, /gol/
/ston/, /fo/, /bɪtər/
/ste/, /styu/[1], /pit/

gift, coat, duck =	/ / , / / , / /
toe, tea, fill =	/ / , / / , / /
tote, ship, boat =	/ / , / / , / /
few, stole, flew =	/ / , / / , / /

/gɪft/, /kot/, /dək/
/to/, /ti/, /fɪl/
/tot/, /šɪp/ , /bot/
/fyu/, /stol/, /flu/

GO TO THE NEXT PAGE!

[1]This is pronounced /stu/ in some dialects.

Direction No.	Directions
	stood, blood, float = / / , / / , / /
	quay[1], should, rope = / / , / / , / /
	leave, loose, go = / / , / / , / /
	caught, day, key = / / , / / , / /

/stʊd/, /blʌd/, /flot/
/kwe/, /šʊd/, /rop/
/liv/, /lus/, /go/
/kɔt/, /de/, /ki/

	fate, may, rein = / / , / / , / /
	key, put, book = / / , / / , / /
	food, would, good = / /, / / , / /
	could, but, put = / / , / / , / /

/fet/, /me/, /ren/
/ki/, /pʊt/, /bʊk/
/fud/, /wʊd/, /gʊd/
/kʊd/, /bʌt/, /pʊt/

	pot, cot, bone = / / , / / , / /
	chop, meet, receive = / / , / / , / /
	seat, complete, meat = / / , / / , / /
	people, seat, believe[2] = / / , / / , / /

/pat/, /kat/, /bon/
/čap/, /mit/, /risiv/
/sit/, /kʌmplit/, /mit/
/pipəl/, /sit/, /biliv/

[1]This is pronounced /ke/ in some dialects.

[2]This is pronounced /bɪliv/ in some dialects.

GO TO THE NEXT PAGE!

Direction No.	Directions
	bought, soup, caught = / / , / / , / /
	thought, gate, stay = / / , / / , / /
	thank, hail, blew = / / , / / , / /
	toe, canoe, soon = / / , / / , / /

/bɔt/, /sup/, /kɔt/

/θɔt/, /get/, /ste/

/θæŋk/, /hel/, /blu/

/to/, /kənu/, /sun/

---

	house, towel, plow = / / , / / , / /
	tow, straight, gauge = / / , / / , / /
	play, cane, flea = / / , / / , / /
	amoeba, seed, weasel = / / , / / , / /

/haʊs/, /taʊl/, /plaʊ/

/to/, /stret/, /geʒ/

/ple/, /ken/, /fli/

/əmibə/, /sid/, /wizəl/

GO TO DIRECTION NO. 18!

18. YOU HAVE COMPLETED LESSON NO. 3. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 4. TURN TO PAGE 36 IN THIS STUDY GUIDE AND READ DIRECTION NO. 19.

LESSON NO. 4

TOPIC: Stress and Intonation Patterns of English

Direction No.	Directions
19.	CAREFULLY STUDY PAGES 38 THROUGH 41 IN POLITZER. PAY PARTICULAR ATTENTION TO THE STRESS SYMBOLS AS THEY ARE USED. AFTER COMPLETING PAGES 38-41, GO TO DIRECTION NO. 20.
20.	WORK EXERCISES 1 THROUGH 5 ON PP. 41-43 IN POLITZER. UPON COMPLETION OF THE EXERCISES READ DIRECTION NO. 21.
21.	READ THE "ADDITIONAL INFORMATION" PRESENTED BELOW.

Additional Information

The pitches discussed on p. 37 can be symbolized as follows: 1 for low pitch, 2 for medium pitch, 3 for high pitch and 4 for extra high pitch. The terminals discussed on p. 37 can be symbolized as follows: ↓ for fading clause terminal, → for sustained clause terminal, and ↑ for rising clause terminal. These may be placed at the end of the utterance in this manner:

2 3 1 ↓ or 2 3 2 → or 2 3 3 ↑ or 2 4 4 ↑

The pitches for the beginning syllable of the utterance, the syllable with primary stress, and the final syllable of the utterance are those given. The pitch pattern and the clause terminal of an utterance go hand in glove.

GO TO DIRECTION NO. 22!

Direction No.	Directions
22.	USING THE SYMBOLS DISCUSSED IN THE "ADDITIONAL INFORMATION", PITCH PATTERNS AND CLAUSE TERMINALS OF AN UTTERANCE MAY BE DESCRIBED. FOR EXAMPLE:

I went to the movies. = 2 3 1 ↓

or

I have a headache, and I have no aspirin. = 2 3 2 → and 2 3 1 ↓

TURN TO THE NEXT PAGE AND WITH A BLANK SHEET OF PAPER COVER THE PAGE BELOW THE FIRST DOTTED LINE. WRITE THE PITCH PATTERN AND SYMBOLIZE THE CLAUSE TERMINAL AS ILLUSTRATED IN THE ABOVE EXAMPLES. MOVE THE BLANK SHEET DOWN TO THE FIRST DOUBLE LINE AND CHECK YOUR ANSWER. REPEAT THE PROCESS UNTIL YOU FIND NEW DIRECTIONS.

TURN TO THE NEXT PAGE AND BEGIN!

Direction No.	Directions
	Question 1. He has a headache? (surprise shown)
R.1.	2 4 4 ↑
	Question 2. He has a headache? (simply a yes-no question)
R.2.	2 3 3 ↑
	Question 3. Does he have a headache? (yes-no question)
R.3.	2 3 3 ↑
	Question 4. Where are you going? (information question)
R.4.	2 3 1 ↓
	Question 5. Mary is not here yet.
R.5.	2 3 1 ↓
	Question 6. Help!
R.6.	2 4 ↑

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 7. Who is going?
	R.7. 2 3 1 ↓
	Question 8. He works, or he doesn't get paid.
	R.8. 2 3 2 → and 2 3 1 ↓
	GO TO DIRECTION NO. 23!
23.	BASED ON THE CORRECT RESPONSES IN QUESTION 1 THROUGH 8 ABOVE, ANSWER THE FOLLOWING QUESTIONS.
	Question 9. What is the usual pitch pattern and terminal for a statement?
	R.9. 2 3 1 ↓
	Question 10. What is the usual pitch pattern and terminal for an information question?
	R.10. 2 3 1 ↓
	GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 11. What is the usual pitch pattern and terminal for a yes-no question?
	R.11. 2 3 3 ↑
	Question 12. What is the usual pitch pattern and terminal for an uncompleted statement?
	R.12. 2 3 2 →
	Question 13. What is the usual pitch pattern and terminal for showing emotion?
	R.13. 2 4 4 ↑
	Question 14. What pattern corresponds to the period in punctuation?
	R.14. 2 3 1 ↓
	Question 15. What pattern corresponds to the exclamation point?
	R.15. 2 4 4 ↑

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 16. What pattern corresponds to the comma?
	R.16. 2 3 2 →
	Question 17. Why is a question mark often misleading as to the intonation pattern?
	R.17. The question mark is appropriate at the end of a yes-no question (a question requiring a yes-no answer) for the voice does fade out on a high pitch with rising terminal. However, the question mark is deceptive in the case of the information question (the question requesting information, which is sometimes called a wh-word question,) for this type of question follows the same pitch pattern as a statement with a low pitch and a falling terminal as the voice tades out.
	GO TO DIRECTION NO. 24!
24.	YOU HAVE COMPLETED LESSON NO. 4. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 5. TURN TO PAGE 42 IN THE STUDY GUIDE AND READ DIRECTION NO. 25.

LESSON NO. 5

TOPIC: The Forms of Language: English Morphology

Direction No.	Directions
25.	STUDY CHAPTER 5, PAGES 44 THROUGH 48 IN POLITZER. PAY PARTICULAR ATTENTION TO THE TERMS (1) MORPHEME AND (2) ALLOMORPH. READ CHAPTER 5 AND GO TO DIRECTION NO. 26.
26.	WORK EXERCISES 1 THROUGH 9 IN POLITZER (PAGES 48-50). THEN GO TO DIRECTION NO. 27.
27.	GIVE IN PHONEMIC TRANSCRIPTION THE UNDERLINED ALLOMORPH OF THE SUFFIX FOLLOWING EACH NOUN OR VERB. STATE THE REASON OR RULE BY WHICH EACH ALLOMORPH WAS USED. EXAMPLE: Q1. Ladies --- R.1. /-z/ voiced allomorph follows voiced sound other than sibilants (sounds in which the s or hissing quality is evident: s, z, ʃ, ʒ, ʧ, ʤ.)

USING A BLANK SHEET OF PAPER, COVER THE FOLLOWING PAGE BELOW THE FIRST DOTTED LINE. AFTER RESPONDING TO THE QUESTION (AS IN THE ABOVE EXAMPLE) CHECK YOUR ANSWER BY MOVING THE BLANK SHEET DOWN TO THE FIRST DOUBLE LINE. FOLLOW THE SAME PROCEDURE FOR EACH ITEM.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 1. judge's
	R.1. /-ɪz/. /ɪz/ follows sibilants.
	Question 2. desks
	R.2. /-s/. voiceless allomorph follows voiceless sounds other than sibilants.
	Question 3. tables
	R.3. /-z/. Voiced allomorph follows voiced sound other than sibilants.
	Question 4. roses
	R.4. /-ɪz/ follows sibilants.
	Question 5. asked
	R.5. /-t/. voiceless allomorph follows voiceless sounds other than t or d.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 6. wonders
R.6.	/-z/. Voiced allomorph follows voiced sound other than sibilants.
	Question 7. wondered
R.7.	/-d/. Voiced allomorph follows voiced sounds other than t or d.
	Question 8. believed
R.8.	/-d/. Voiced allomorph follows voiced sounds other than t or d.
	Question 9. placed
R.9.	/-t/. Voiceless allomorph follows voiceless sounds other than t or d.
	Question 10. carried
R.10.	/-d/. Voiced allomorph follows voiced sounds other than t or d.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 11. fitted
	R.11. /-ɪd/. /ɪd/ follows t or d.

GO TO DIRECTION NO. 28!

28. YOU HAVE COMPLETED LESSON NO. 5. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 6. TURN TO PAGE 46 IN THE STUDY GUIDE AND READ DIRECTION NO. 29.

LESSON NO. 6

TOPIC: Syntactical Patterns of English

Direction No.	Directions
29.	STUDY PAGES 51-56 IN POLITZER. PAY CAREFUL ATTENTION TO THE ABBREVIATIONS REPRESENTING EACH CLASS OF WORDS. AFTER STUDYING THE ASSIGNED PAGES, WORK EXERCISES 1 & 2 (PAGE 56) IN POLITZER. AFTER COMPLETING THE EXERCISES GO TO DIRECTION NO. 30.
30.	STUDY PAGES 57-60 IN POLITZER AND THEN WORK EXERCISES 1-7 ON PAGES 61-63 IN POLITZER. AFTER THE EXERCISES HAVE BEEN COMPLETED GO TO DIRECTION 31.
31.	READ THE ADDITIONAL INFORMATION BELOW:

A verb phrase expanded to its full possible length follows the following word order:

modal	+	have	+	be	+	main verb
may		have		been		going

A modal is any form of may, can, shall, will, must and occasionally other verbs. Now go to direction 32.

32. USING A BLANK SHEET OF PAPER, COVER THE FOLLOWING PAGE BELOW THE DOTTED LINE. RESPOND TO THE QUESTION AND MOVE THE BLANK SHEET DOWN TO THE FIRST DOUBLE LINE TO CHECK YOUR ANSWER.

GO TO THE NEXT PAGE!

Direction No.

Directions

Question 1. Give the permissible order of the verb phrase (Three auxiliary verb types and main verb.)

R.1. modal + have + be + main verb.

Question 2. What is the obligatory form of the verb following a modal in a verb phrase?

R.2. Uninflected (infinitive) form.

Question 3. What is the obligatory form of the verb following the auxiliary have in a verb phrase?

R.3. The -ed past participle form.

Question 4. What is the obligatory form of the verb following the auxiliary be in a present progressive verb phrase?

R.4. -Ing form.

GO TO THE NEXT PAGE!

Direction No.

Directions

Question 5. What is the obligatory form of the verb following the auxiliary be in a passive transformation?

R.5. The -ed past participle form.

Question 6. What is the obligatory form of the verb following the auxiliary do in a transformation?

R.6. The uninflected (infinitive) form.

GO TO DIRECTION NO. 33!

33. PERFORM THE SPECIFIED TRANSFORMATION ON THE SENTENCES INDICATED.

EXAMPLE:

Q1. Alice has become a teacher. (Negative transformation)

Sample Answer: Alice has not become a teacher.

Q2. Alice has become a teacher. (emphatic transformation)

Sample Answer: Alice has become a teacher.

USING A BLANK SHEET OF PAPER, COVER THE FOLLOWING PAGE BELOW THE FIRST DOTTED LINE. RESPOND TO THE QUESTION AND MOVE THE BLANK SHEET DOWN TO THE FIRST DOUBLE LINE TO CHECK YOUR ANSWER.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 1. Alice appears tire.! (Emphatic transformation)
	R.1. Alice does appear tired.
	Question 2. Alice is a teacher. (Yes-No question)
	R.2. Is Alice a teacher?
	Question 3. Alice is tired. (Information question)
	R.3. Who is tired?
	Question 4. Alice is downtown. (Negative)
	R.4. Alice is not downtown.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 5. Alice works hard. (Information question)
	R.5. Why does Alice work hard?
	Question 6. Alice donated the gift. (Passive)
	R.6. The gift was donated by Alice.
	Question 7. Alice handed John the letter. (Yes-No question)
	R.7. Did Alice hand John the letter?
	GO TO DIRECTION NO. 34!
34.	YOU HAVE COMPLETED LESSON NO. 6. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 7. TURN TO PAGE 51 IN THE STUDY GUIDE AND READ DIRECTION NO. 35.

PART III. CONTRASTIVE ANALYSIS

LESSON NO. 7

TOPIC: Problem Areas in the Sound System.

Direction No. | Directions

35. CONTACT YOUR BILINCUAL EDUCATION COORDINATOR AND ARRANGE TO VIEW THE FILM "THE SOUNDS OF LANGUAGE"*. PAY PARTICULAR ATTENTION TO THE FOLLOWING POINTS OF THE FILM:

I. PURPOSE

This film is designed to show that all the sounds of a language are organized into a system, that such systems vary from one language to another, and that all the parts of the system - including intonation patterns, rhythms and stresses - are important for the teaching of a second language.

In exploring the ways sounds may function in a language, the concept of the phoneme is explained and illustrated.

A demonstration lesson in Spanish illustrates the teaching of intonation and stress patterns as well as the pronunciation of individual sound segments.

II. CONTENT OF THE FILM

A. Language Information

1. Differences in how languages sound include differences in the tunes or intonations, differences in loudness or stress, and differences in rhythm as well as types of sounds that are different. The melodic and rhythmic factors and the individual sounds are all important for understanding.
2. English is shown as having stress-timed rhythms, while Spanish rhythms are syllable-timed.
3. There are sounds in one language that are totally different from those of another language.
4. There are important sound contrasts in one language which change meanings. The same sound contrasts in another language may not affect meanings at all. It is explained that the sound contrasts which distinguish meanings in a given language are called phonemes. Each language has its own individual system of phonemic distinctions.

B. Teaching Procedures

1. The combination of sounds which are characteristic of the system of a language must be mastered in learning that language.

*This film is one of a series of five films entitled Principles and Methods of Teaching A Second Language, put out by Teaching Film Custodians, Inc., of New York. The information concerning the film is quoted from the Work Papers, courtesy TFC, 25 W 43 Street, NYC, N.Y.

GO TO THE NEXT PAGE!

Direction No. | Directions

2. The demonstration lesson in Spanish deals primarily with the teaching of intonation patterns. As need arises, the teacher makes pronunciation corrections, immediately incorporating these corrections into the expressions the students are learning. Through use of dialog situations, the tempo and rhythms of spoken Spanish are maintained.
3. The teacher provides for thorough participation of all students. He uses procedures which include the following steps:
   a. presentation of an accurate model for listening.
   b. correct imitation.
   c. thorough practice.
   d. variation of practice to extend usefulness of the pattern.

AFTER VIEWING THE FILM, READ AND FOLLOW DIRECTION NO. 36!

36. IN THE SPACE PROVIDED, RESPOND TO EACH OF THE QUESTIONS PRESENTED BELOW. CHECK YOUR RESPONSE BY COMPARING IT TO THE ANSWER IN THE SPACE BELOW THE DOTTED LINE.

Question 1. List at least three (3) of the constituents of the sound system of English which were depicted in the film as possible sources of problems for the person learning English as a second language.

R.1. Constituents of the English sound system which were mentioned were: (a) separate sounds (consonants and vowels), (b) phonotactics, (c) stress, (d) intonation, and (e) rhythm.

Question 2. The rhythm of English is _____-timed while the rhythm of Spanish is _____-timed.

R.2. English = stress-timed
Spanish = syllable-timed

READ AND FOLLOW DIRECTION NO. 37!

Direction No.	Directions
37.	REVIEW CAREFULLY THE INFORMATION GIVEN IN LESSON 2 AND 3 OF THIS STUDY GUIDE CONCERNING DIFFERENCES IN SYMBOLS AS USED BY SAVILLE AND TROIKE AND THOSE USED BY POLITZER. STUDY CHAPTER 7, PP. 67-70, IN POLITZER AND DO LEARNING EXERCISES 1 THRU 3. AFTER COMPLETING THE LEARNING EXERCISES, READ AND FOLLOW DIRECTION NO. 38.
38.	STUDY CHAPTER 11, PP. 95-99, IN POLITZER AND DO LEARNING EXERCISES 1 THROUGH 8. FOR EXERCISES 4 THROUGH 8 PERFORM YOUR COMPARISONS WITH SPANISH. UPON COMPLETING THE EXERCISES READ AND FOLLOW DIRECTION NO. 39.
39.	STUDY PP. 33-41 OF CHAPTER 4 IN SAVILLE AND TROIKE. THEN CAREFULLY STUDY THE "ADDITIONAL INFORMATION" BELOW.

"Additional Information"

SPANISH

Phoneme[1]	Allophone[2]	Possible Spellings
k		c
c		ch
rr		rr
ny		ñ
b	b	b, v
s	z	s; z; c before e or i
h		j before a, o or u; g before e or i.
none		h[3]
y		y, ll or an unstressed i before another vowel.
w		unstressed u before another vowel.

[1]Symbols utilized reflect closest English pronunciation.

[2]Listed only if it is a source of confusion.

[3]Not a phoneme, only an orthographic convention.

GO TO THE NEXT PAGE!

Direction No.

Directions

Additional Information on Phonotactics:

phonotactics - the permissible arrangements of phoneme sequences in a language. Examples: English structure vs. Spanish estructura.

minimal pair - two words distinguished by only one phoneme. Examples: pit, bit, and pit, Pete.

English allows word initial three-consonant clusters beginning with s in first position, a voiceless stop in second position, and l, r, y or w in third position. The permissible sequence is as follows:

s + p + {l, r, y}

s + t + {r, y}

s + k + {l, r, y, w}

Spanish allows no word initial consonant clusters beginning with s; the e vowel precedes the s and both sounds join in forming a syllable. Therefore, the Spanish-speaker inserts an e before words having initial consonant clusters beginning with s. Oral drills to deal with this specific problem must be devised and utilized extensively.

Spanish allows no consonant clusters in word final position, whereas English allows three and even four-consonant clusters in this position (example, glimpsed /glɪmpst/.) Again, the problem must be dealt with by extensive oral drilling. Past tenses of verbs and plurals and possessives of nouns and third person singular, present, of verbs are the best sources for these drills.

Additional Information on Stress and Intonation:

Spanish has two degrees of stress (´ and ˜) while English has four. In Spanish all syllables which are not given strong stress receive only weak stress. Whereas English makes use of three levels of pitch for usual utterances, Spanish uses only two: low (1) and medium (2). High pitch (3) is used in Spanish only for utterances reflecting surprise, dismay, etc., and extra high pitch (4) is not used; thus p[illegible] 3 is used in Spanish where pitch 4 would be used in English. [illegible]inal juncture is used similarly in both languages.

GO TO DIRECTION NO. 40!

Direction No.	Directions
40.	USING A BLANK SHEET OF PAPER, COVER ALL OF THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 1 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE LESSON AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTIONS 2 THROUGH 5.

Question 1. List the English orthographic symbols which are likely to be mispronounced by someone who has learned to read first in Spanish.

R.1. n, v, z, j, ɛ, h and ll.

Question 2. According to Saville and Troike, for what two reasons is mastery of the sound system for both languages essential to the teacher?

R.2. (a) avoiding misunderstandings, (b) development of an effective reading program.

Question 3. List five words which contain initial three-consonant clusters which require extensive drill for the Spanish-speaking student.

R.3. Sample words = stream, splash, script, stew /styu/, squeamish /skw...../.

GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 4. List five words which contain final three-consonant clusters which require extensive drill for the Spanish-speaking student.

R.4. Sample words = birds, Bert's, transforms, carved, cleansed.

Question 5. What reaction in (a) Spanish-speakers and (b) English-speakers is the difference between Spanish and English stress and intonation patterns likely to arouse?

R.5. Spanish-speakers often view English-speakers as being excited or emphasizing what they say. Conversely, English-speakers often feel that Spanish-speakers are either bored or downgrading what they say.

GO TO DIRECTION NO. 41!

41. YOU HAVE COMPLETED LESSON NO. 7. YOU ARE NOW READY TO WORK THROUGH LESSON NO. 8. TURN TO PAGE 57 IN THE STUDY GUIDE AND READ DIRECTION NO. 42.

LESSON NO. 8

TOPIC: Applied Contrastive Analysis

Direction No.	Directions
42.	STUDY THE EXAMPLES OF PHONEMIC DIFFERENTIATION IN SAVILLE & TROIKE (PP. 38-39). NOTE THE MANNER IN WHICH MINIMAL PAIRS ARE CONSTRUCTED AND USED TO CONTRAST THOSE SOUNDS WHICH ARE OFTEN CONFUSED WITH EACH OTHER BY SPANISH-SPEAKERS.

MINIMAL PAIRS EXAMPLE:

SPANISH	ENGLISH	
/č/	/č/ — chair	watch
	or	
	/š/ -- share	wash

IN THE EXAMPLE ABOVE, CHAIR AND SHARE OR WATCH AND WASH CONSTITUTE MINIMAL PAIRS. NOW READ AND FOLLOW DIRECTION 43.

43. FOR EACH SET OF ENGLISH PHONEMES LISTED BY SAVILLE AND TROIKE (PP. 38-39), COLLECT PICTURES WHICH CONSTITUTE A MINIMAL PAIR. DO NOT COLLECT PICTURES ILLUSTRATING THE MINIMAL-PAIR WORDS USED AS EXAMPLES BY SAVILLE AND TROIKE. RATHER, SELECT YOUR OWN WORDS WHICH ILLUSTRATE DIFFERENCES FOR EACH SET OF PHONEMES.

AFTER COLLECTING THE SETS OF PICTURES, PASTE THEM ON A SHEET OF PAPER AND LABEL THEM AS ILLUSTRATED BY SAVILLE AND TROIKE.

EXAMPLE:

SPANISH	ENGLISH
/č/	/č/ = picture
	/š/ = picture
/ś/	/s/ = picture
	/z/ = picture

YOU SHOULD DEVELOP FOURTEEN (14) SETS OF WORDS AND PICTURES DUE TO THE TRIPLE DISTINCTION FOR THE SPANISH e. UPON COMPLETING THIS ASSIGNMENT, TURN YOUR WORK IN TO YOUR BILINGUAL EDUCATION SUPERVISOR AND READ AND FOLLOW DIRECTION 44. *******

GO TO THE NEXT PAGE!

Direction No.	Directions

*******NOTE: IF ENGLISH IS YOUR FIRST LANGUAGE, SKIP THE REMAINDER OF THIS LESSON AND PROCEED WITH LESSON 9, PP. 77 IN THIS STUDY GUIDE. IF, HOWEVER, SPANISH IS YOUR FIRST LANGUAGE, READ AND FOLLOW DIRECTION NO. 44 BELOW.

44. FROM YOUR BILINGUAL EDUCATION COORDINATOR, CHECK OUT A CASSETTE TAPE RECORDER AND ONE (1) BLANK CASSETTE TAPE.

INSERT THE BLANK CASSETTE TAPE IN THE RECORDER AND RECORD THE WORDS AND SENTENCES LISTED (WORD LIST A) ON THE FOLLOWING PAGE. PRONOUNCE EACH WORD AS YOU NORMALLY PRONOUNCE IT. LEAVE APPROXIMATELY 10 SECONDS BETWEEN EACH WORD.

NOW TURN TO THE NEXT PAGE (PP. 59) AND MAKE YOUR RECORDING.

WORD LIST "A"

1.	chip	12.	peas	23.	edge	34.	thank
2.	led	13.	long	24.	cuff	35.	bath
3.	bet	14.	calve	25.	udder		
4.	rub	15.	yap	26.	toll		
5.	cut	16.	Beth	27.	soot		
6.	flawed	17.	floss	28.	tuck		
7.	pull	18.	thy	29.	lather		
8.	putt	19.	jell	30.	mush		
9.	toil	20.	bridges	31.	jeer		
10.	chick	21.	is	32.	clothes		
11.	thought	22.	Ed.	33.	rebel (noun)		

RECORD THE FOLLOWING SENTENCES!

36. Do you want the North gate?
37. Bring the water to a boil.
38. Do you want to charge it?
39. The big buck was shot.
40. A paper cutter is necessary.
41. Put it in the garage.
42. They're my sisters.
43. Don't lose your head.
44. He most surely is wrong.
45. It is very hot.

STOP THE RECORDER AND GO TO DIRECTION NO. 45!

Direction No.	Directions
45.	RETURN THE TAPE RECORDER TO YOUR BILINGUAL EDUCATION SUPERVISOR, BUT KEEP THE TAPE FOR FUTURE USE.

YOU ARE ASKED TO SUSPEND WORK ON THIS LESSON FOR AT LEAST ONE WEEK! IN THE MEANTIME TURN TO PP. 77 IN THIS STUDY GUIDE AND BEGIN WORK ON LESSON 9, DIRECTION NO. 63.

Direction No.	Directions
46.	DO NOT PROCEED ON THIS LESSON UNLESS AT LEAST ONE (1) WEEK HAS ELAPSED SINCE YOU RECORDED WORD LIST "A"!! IF ONE WEEK HAS PASSED SINCE YOU RECORDED WORD LIST "A", CHECK OUT, FROM YOUR BILINGUAL EDUCATION COORDINATOR, A CASSETTE TAPE PLAYER AND PRE-RECORDED TAPE #1. THEN READ AND FOLLOW DIRECTION NO. 47.
47.	PLAY THE TAPE ON WHICH YOU RECORDED WORD LIST "A". AS YOU PLAY THE TAPE, MAKE A LIST OF THE WORDS YOU HEAR. COMPARE YOUR LIST OF WORDS WITH THOSE ON WORD LIST "A" ON PAGE 59 OF THIS STUDY GUIDE. IDENTIFY YOUR ERRORS AND PLACE AN X BESIDE EACH ERROR YOU MADE. TO ASSIST YOU IN IDENTIFYING POSSIBLE REASONS FOR YOUR ERRORS A LISTING (WITH PHONEMIC TRANSCRIPTION) OF SOME POSSIBLE ERRORS ON THE SENTENCES IS PROVIDED.

SOME POSSIBLE ERROR WORDS IN SENTENCES FROM WORD LIST "A"

36. Do you want the north gate?

Do you /wan_ di nort/ gate?

37. Bring the water to a boil.

/brin di watɛr/ to a /bɔɪl/.

38. Do you want to charge it?

Do you /wan_/ to /šarǰ it/?

39. The big buck was shot.

/di big bɔk was čat/.

40. A paper cutter is necessary.

A / pepɛr kɔtɛr is/ necessary.

41. Put it in the garage.

/put/ or /pɔt/ /it in di/ garage.

42. They're my sisters.

/dɛr/ my /sistɛrs/.

43. Don't lose your head.

/don_ lus/ your head.

44. He most surely is wrong.

He /mos_ čʊrli is/ wrong.

45. It is very hot!

/it is bɛri/ hot.

GO TO DIRECTION NO. 48!

Direction No.	Directions
48.	ON A SHEET(S) OF NOTEBOOK PAPER NUMBER THE LINES FROM 1 THROUGH 34.
	INSERT PRE-RECORDED TAPE #1 AND FOLLOW ALL DIRECTIONS ON THE TAPE.

Direction No.	Directions
49.	CHECK THE WORD LIST YOU HAVE JUST PREPARED AGAINST THE WORD LIST PRESENTED BELOW. PLACE AN X TO THE LEFT OF EACH NUMBERED ITEM ON WHICH YOU MADE AN ERROR.

PRE-RECORDED LIST #1

1. etch
2. kettle
3. tummy
4. ease
5. took
6. Luke
7. mourn
8. boil
9. Shick
10. seen'er
11. Bess
12. breathe
13. much
14. cheer
15. Dan
16. vote
17. lacy
18. revel
19. thin
20. ether
21. yoke
22. ice
23. cab
24. yell

ERROR WORDS IN SENTENCES	WORDS WITH ERRORS PHONEMICALLY TRANSCRIBED
25. thin	/tɪn/
26. church	/šɜrš/
27. took it	/tuk it/
28. no errors	------
29. cut, razor	/kɔt/, /rezɚ/
30. the, duck	/di/, /dɔk/
31. no errors	------
32. have, has	/hæb/, /hæz/
33. spring, waters, always cold	/ɛsprɪŋ/, /watɚrs/, /ɔlwes/, /kol_/
34. it is very	/it is bɛri/.

GO TO DIRECTION NO. 50!

Direction No.	Directions
	**********NOTE: IF YOU MADE ABSOLUTELY NO ERRORS ON EITHER WORD LIST A OR ON PRERECORDED TAPE #1, SKIP THE REMAINDER OF THIS LESSON AND WORK THROUGH THE REMAINING LESSONS IN THIS STUDY GUIDE.
50.	COMPARE THE ERRORS YOU IDENTIFIED ON WORD LIST "A" AND ON THE EXERCISE YOU JUST COMPLETED. USING SAVILLE AND TROIKE'S LIST (PP. 38-39) AS A GUIDE, MAKE A LIST OF THE SOUNDS INVOLVED IN EACH OF YOUR ERRORS.

EXAMPLE

SOUND LIST
/ʧ/
/s/

NOW, BESIDE EACH SOUND YOU HAVE LISTED, WRITE THE PARTNER SOUND.

EXAMPLE

SOUND LIST	PARTNER SOUND
/ʧ/	/ʃ/
/s/	/z/

USING THE SETS OF SOUNDS YOU HAVE DEVELOPED, CONSTRUCT MINIMAL PAIRS.

EXAMPLE

SOUND LIST	PARTNER SOUND	MINIMAL PAIR
/ʧ/	/ʃ/	chair - share
/s/	/z/	

GO TO DIRECTION NO. 51!

Direction No.	Directions
51.	TURN IN THE TAPE PLAYER, PRE-RECORDED TAPE #1, AND THE TAPE ON WHICH YOU RECORDED WORD LIST "A".
	USING THE LIST OF SOUNDS AND MINIMAL PAIRS YOU HAVE CONSTRUCTED, PRACTICE HEARING AND PRODUCING THE SOUNDS BECAUSE THEY ARE THE SOUNDS WHICH HAVE PROVEN TO BE DIFFICULT FOR YOU. REMEMBER, IT IS ONLY THROUGH CONSTANT AND DILIGENT PRACTICE THAT YOU CAN CORRECT ERRORS YOU MAY BE MAKING IN ORDER TO AVOID PASSING THESE ERRORS ON TO YOUR PUPILS!!!!!!!!!!!
	YOU SHOULD PRACTICE AT LEAST ONE (1) MONTH ON THESE SOUNDS. IN THE MEANTIME, IF YOU HAVE NOT DONE SO, YOU MAY CONTINUE WORKING THROUGH THE REMAINING LESSONS IN THIS STUDY GUIDE.
	AFTER AT LEAST ONE (1) MONTH OF PRACTICE, RETURN TO DIRECTION 52 IN THIS STUDY GUIDE.

Direction No.	Directions
52.	IF YOU HAVE PRACTICED ON RESOLVING YOUR PROBLEMS IN HEARING AND SPEAKING SOUNDS FOR AT LEAST ONE (1) MONTH, READ AND FOLLOW DIRECTION NO. 53.
53.	CHECK OUT A CASSETTE TAPE RECORDER AND BLANK CASSETTE TAPE. RECORD WORD LIST "B" ON THE FOLLOWING PAGE. LEAVE APPROXIMATELY 10 SECONDS BETWEEN EACH WORD. TURN TO THE NEXT PAGE (PP. 68) AND RECORD WORD LIST "B".

WORD LIST "B"

1. bet
2. thigh
3. sin
4. den
5. cot
6. sheer
7. breathe
8. tongue
9. much
10. berry
11. boil
12. choke
13. hut
14. sheep
15. led
16. spiel
17. knack
18. vest
19. match
20. putt
21. Yale
22. seen
23. britches
24. cull

25. You are too thin, Mary.
26. He went to church Sunday.
27. Chuck took it home.
28. They bought a pound of meat.
29. Jim cut himself with the razor.
30. We are the duck Thursday.
31. Don was sure he was right.
32. Dawn has to work hard.
33. Spring waters are always cold.
34. Have you found my shoes?

STOP THE RECORDER AND GO TO DIRECTION NO. 54!

Direction No.	Directions
54.	RETURN THE TAPE RECORDER TO YOUR BILINGUAL EDUCATION SUPERVISOR BUT KEEP THE TAPE FOR FUTURE USE. DO NO MORE WORK ON THIS LESSON FOR AT LEAST ONE (1) WEEK. IN THE MEANTIME, YOU MAY COMPLETE THE REMAINING LESSONS IN THIS STUDY GUIDE. AFTER AT LEAST ONE (1) WEEK, RETURN TO DIRECTION NO. 55 (PP. 70) IN THE STUDY GUIDE.

Direction No.	Directions
55.	IF ONE WEEK HAS PASSED SINCE YOU RECORDED WORD LIST "B", CHECK OUT, FROM YOUR BILINGUAL EDUCATION COORDINATOR, A CASSETTE TAPE PLAYER AND PRE-RECORDED TAPE #2. THEN READ AND FOLLOW DIRECTION NO. 56.
56.	PLAY THE TAPE ON WHICH YOU RECORDED WORD LIST "B". AS YOU PLAY THE TAPE, MAKE A LIST OF THE WORDS YOU HEAR. COMPARE YOUR LIST OF WORDS WITH THOSE ON WORD LIST "B" ON PAGE 68 OF THIS STUDY GUIDE. IDENTIFY YOUR ERRORS AND PLACE AN X BESIDE EACH ERROR YOU MADE. TO ASSIST YOU IN IDENTIFYING POSSIBLE REASONS FOR YOUR ERRORS A LISTING (WITH PHONEMIC TRANSCRIPTION) OF SOME POSSIBLE ERRORS ON THE SENTENCES IS PROVIDED.

SOME POSSIBLE ERROR WORDS IN SENTENCES FROM WORD LIST "B"

25. You are too thin, Mary.

You are too /tin/ Mary.

26. He went to church Sunday.

He /wɪn_/ to /sɛrš sɔndi/.

27. Chuck took it home.

/šɔk/ or/šɔk/ /tuk/ or /tɔk/ /it hɔm/.

28. They bought a pound of meat.

/de/ bought a /paʊn_/ of /mɪt/.

29. Jim cut himself with the razor.

/čim/ or /yim/ /kɔt himsɛl_ wit di resɔr/.

30. We ate the duck Thursday.

We ate /di dɔk tɔrsdi/.

31. Don was sure he was right.

Don /was čur/ he /was/ right.

32. Dawn has to work hard.

/dan/ /hɔes/ to work /hɔr_/.

33. Spring waters are always cold.

/ɛsprin watɔrs/ are /ɔlwes kol_/.

34. Have you found my shoes?

/hɔb/ you /faʊn_/ my /čus/?

GO TO DIRECTION NO. 57!

Direction No.	Directions
57.	ON A SHEET(S) OF NOTEBOOK PAPER NUMBER THE LINES FROM 1 THROUGH 34.

PLAY PRE-RECORDED TAPE #2 AND FOLLOW ALL DIRECTIONS.

Direction No.	Directions
58.	CHECK THE WORD LIST YOU HAVE JUST PREPARED AGAINST THE WORD LIST PRESENTED BELOW. PLACE AN X TO THE LEFT OF EACH NUMBERED ITEM ON WHICH YOU MADE AN ERROR.

WORD LIST FOR PRE-RECORDED TAPE # 2

1. thought
2. shale
3. m
4. burro
5. lug
6. roof /ruf/
7. Roy
8. latches
9. mat
10. buzz
11. bed
12. cheap
13. odder
14. caught
15. bass
16. joke
17. mouthe
18. eyes
19. very
20. Zeke
21. myth
22. sing
23. sick
24. mace

ERROR WORDS IN SENTENCES	WORDS WITH ERRORS PHONEMICALLY TRANSCRIBED
25. want the north	/wan_ di nɔrt/
26. water	/watɛr/
27. charge	/ʧarʤ/
28. no errors	--------
29. cutter	/kɔtər/
30. Put it in the	/pʊt it in di/
31. no errors	-------
32. Don't lose	/don_ lus/
33. surely	/ʃʊrli/
34. have, found, shoes	/hæb/, /faʊn_/, /ʧus/

GO TO DIRECTION 59!

Direction No.	Directions
	********** NOTE: IF YOU MADE ABSOLUTELY NO ERRORS ON EITHER WORD LIST B OR ON PRE-RECORDED TAPE #2, SKIP THE REMAINDER OF THIS LESSON AND WORK THROUGH THE REMAINING LESSONS IN THIS STUDY GUIDE.
59.	COMPARE THE ERRORS YOU IDENTIFIED ON WORD LIST "B" AND ON THE EXERCISES YOU JUST COMPLETED. USING SAVILLE AND TROIKE'S LIST (PP. 38-39) AS A GUIDE, MAKE A LIST OF THE SOUNDS INVOLVED IN EACH OF YOUR ERRORS!!!!

EXAMPLE

SOUND LIST
/č/
/s/

NOW, BESIDE EACH SOUND YOU HAVE LISTED, WRITE THE PARTNER SOUND.

EXAMPLE

SOUND LIST	PARTNER SOUND
/č/	/š/
/s/	/z/

USING THE SETS OF SOUNDS YOU HAVE DEVELOPED, CONSTRUCT MINIMAL PAIRS.

EXAMPLE

SOUND LIST	PARTNER SOUNDS	MINIMAL PAIR
/č/	/š/	chair - share
/s/	/z/	

GO TO DIRECTION NO. 60!

Direction No.	Directions

60. TURN IN THE TAPE PLAYER, PRE-RECORDED TAPE # 2, AND THE TAPE ON WHICH YOU RECORDED WORD LIST "B".

USING THE LIST OF SOUNDS AND MINIMAL PAIRS YOU HAVE CONSTRUCTED PRACTICE HEARING AND PRODUCING THE SOUNDS SINCE THEY ARE THE SOUNDS WHICH HAVE PROVEN TO BE DIFFICULT FOR YOU. REMEMBER, IT IS ONLY THROUGH CONSTANT AND DILIGENT PRACTICE THAT YOU CAN CORRECT ERRORS YOU MAY BE MAKING . ORDER TO AVOID PASSING THESE ERRORS ON TO YOUR PUPILS!!!!!!!!!!

YOU SHOULD PRACTICE AT LEAST ONE (1) MONTH ON THESE SOUNDS. IN THE MEANTIME, IF YOU HAVE NOT DONE SO, YOU MAY CONTINUE WORKING THROUGH THE REMAINING LESSONS IN THIS STUDY GUIDE.

AFTER AT LEAST ONE (1) MONTH OF PRACTICE, RETURN TO DIRECTION NO. 61 IN THIS STUDY GUIDE.

Direction No.	Directions
61.	AFTER AT LEAST ONE (1) MONTH OF PRACTICE, CONTACT YOUR BILINGUAL EDUCATION SUPERVISOR AND ASK HER TO EVALUATE YOUR PROGRESS IN REDUCING YOUR PROBLEMS IN HEARING AND UTTERING THE SOUNDS WHICH NORMALLY POSE PROBLEMS FOR SPANISH-SPEAKERS. WHEN BOTH YOU AND THE SUPERVISOR ARE SATISFIED WITH YOUR PROGRESS, GO TO DIRECTION NO. 62.
62.	IF YOU HAVE NOT COMPLETED ALL THE LESSONS IN THIS STUDY GUIDE, DO SO. IF YOU HAVE COMPLETED ALL LESSONS, TURN IN ALL MATERIALS TO YOUR BILINGUAL EDUCATION SUPERVISOR AND ASK FOR FURTHER DIRECTIONS.

LESSON NO. 9

TOPIC: Problem Areas in Morphology

Direction No.	Directions
63.	THE QUESTIONS PRESENTED BELOW REPRESENT SOME OF THE MAJOR POINTS COVERED IN YOUR ASSIGNMENTS. READ THE QUESTIONS CAREFULLY AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF THE ASSIGNMENT.

Q1. Define grammar.

Q2. Describe the experiment Jean Berko performed with children in order to ascertain their mastery of their native language.

Q3. What relevance does Berko's experiment have for the teacher of English as a second language?

Q4. Define the terms government and concord in conjunction with pronoun usage in English.

Q5. Considering the small number of members of the personal pronoun paradigm, what would be the best method of teaching pronoun usage in English to children in the lower elementary grades?

64. CONSIDER THE ABOVE QUESTIONS AS YOU COMPLETE THE ASSIGNMENTS GIVEN BELOW. REMEMBER, YOU WILL BE ASKED TO ANSWER THE QUESTIONS LATER.

CONTACT YOUR BILINGUAL EDUCATION SUPERVISOR AND ARRANGE TO SEE THE FILM "THE ORGANIZATION OF LANGUAGE".* PAY PARTICULAR ATTENTION TO THE FOLLOWING POINTS:

I. PURPOSES

This film may be used for pre-service and inservice training of language teachers in schools, colleges, school systems, NDEA Institutes, language seminars and bilingual centers throughout the United States and abroad.

The film, which related units of the series, is designed to instruct teachers in applying the principles of linguistic science to the teaching of a second language.

*This film is one of a series of five films entitled Principles and Methods of Teaching A Second Language, put out by Teaching Film Custodians, Inc. of New York. The information concerning the film is quoted from the Work Papers, courtesy TFC, 25 W. 43 Street, NYC, N.Y.

GO TO THE NEXT PAGE!

Direction No.	Directions

II. CONTENT OF THE FILM

A. Children learn the basic structure or grammar of their language not only before they learn to read or write, but before they ever go to school.
B. Grammatical devices differ from language to language.
C. Children tend to assume that grammatical terms of their language are regular and use them thus until they become aware of exceptions.
D. From a linguistic point of view, grammar is based not so much on a system of logic as upon language customs and conventions.
E. The customs and conventions of a language can be learned by oral methods and have to be learned in order that the learner may use the language effectively.
F. A demonstration lesson in German shows: 1. The presentation by the teacher of a grammatical model. 2. Imitation by pupils of the model. 3. Extensive practice of the model until it can be reproduced automatically. 4. Variations of the form of the model to extend its usefulness. 5. Analysis of the model as a summary of what has been learned, not as a starting point for learning.

VIEW THE FILM AND THEN READ AND FOLLOW DIRECTION NO. 65.

65. USING A BLANK SHEET OF PAPER, COVER THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 1 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, VIEW THE FILM AGAIN AND RE-WRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QEUSTION 2 AND 3.

Question 1. Define grammar.

R.1. Grammar consists of the forms of words (morphology) and their organization (syntax).

GO TO THE NEXT PAGE!

Direction No.	Directions

Question 2. Describe the experiment Jean Berko performed with children in order to ascertain their mastery of their native language.

R.2. Berko used nonsense words in order to determine children's ability to add the proper allomorph of inflectional suffixes to nouns, verbs and adjectives.

Question 3. What relevance does Berko's experiment have for the teacher of English as a second language?

R.3. This experiment illustrates the principles governing addition of grammatical endings and the fact that young children around five years of age have already mastered these principles. Thus the teacher of English as a second language to young children should give these children the unlimited oral practice needed (with real words of the language rather than nonsense forms) to internalize these principles.

GO TO DIRECTION NO. 66!

Direction No.	Directions
66.	READ CHAPTER 8, PP. 73-76 IN POLITZER. DO LEARNING EXERCISES 1 AND 2 FOR CHAPTER 8 AND THEN READ DIRECTION NO. 67 OF THE STUDY GUIDE.
67.	READ CHAPTER 12, PP. 114-119, IN POLITZER. WORK LEARNING EXERCISES 1 THROUGH 7 FOR CHAPTER 12. THE EXERCISES MAY BE DONE IN ENGLISH IF YOU HAVE NEVER STUDIED A FOREIGN LANGUAGE. ACCEPTABLE ANSWERS FOR THE ENGLISH RESPONSES ARE GIVEN ON PAGE 81 OF THIS STUDY GUIDE. AFTER WORKING THE LEARNING EXERCISES FOR CHAPTER 12, READ AND DO DIRECTION NO. 68.
68.	READ THE FOLLOWING INFORMATION: ADDITIONAL INFORMATION Spanish nouns are inflected for number and gender; English nouns for number and possession. Spanish nouns show possession by a prepositional phrase consisting of the preposition of plus a nominal. Spanish verbs are conjugated for five true tenses in the indicative (including two past tenses); English has only two true tenses. Spanish verbs have six distinct forms in each tense, one for each of three persons, singular and plural; English has only one form for the past tense and only two for the present tense (with the exception of the verb be.) Spanish verbs are conjugated for three tenses in the subjunctive; in modern-day English the subjunctive is only a pedantic relic. Spanish and English utilize similar forms of main verbs when preceded by auxiliaries. Spanish adjectives are inflected on the basis of number and gender agreement with the nominal they modify; English adjectives are inflected for comparative and superlative. Spanish utilizes the words more and the more before adjectives to show comparative and superlative, similar to the way in which English adjectivals like intelligent are preceded by more and most to show comparative and superlative. In Spanish, determiners (preceding nominals) are inflected for number and gender agreement with the nominal they precede; in English, the only vestigial remainders of this practice are the words this and that, inflected for number. Spanish adverbs (particularly those showing manner) are formed by adding the inflectional suffix - mente, as English ones are formed by adding -ly. Both Spanish and English

GO TO THE NEXT PAGE!

Acceptable English Answers for Chapter 12:

1. Auth/or/ity, authentic, evaluator; nativity/e/duc/ate, eject, adduce, estimate; bi/lingu/al, bilabial, linguist, remedial.

2. Characteristic suffixes for nouns: -y[1] (colony); -ism (altruism); -tion (auction); -ment (agreement).

   Characteristic suffixes for adjectives: -ous (tremendous); -ive (creative) -ish (selfish); -ly[2] (comely.)

3. lingual, linguist, linguistic, linguistically, linguistics; bilingual, monolingual, multilingual.

4. go, went; bad, worse; well, better; the forms of the verb be.

5. /wərkt/, /argyud/, /diprndɪd/; /bʊks/, /pɪnz/, /pərsɪz/.

6. No. English noun morphology is simple. Early drill on the three phonologically-conditioned allomorphs of the possessive and of the plural is essential, followed by drill on the most commonly used nouns which have "irregular" plurals and at a later age memorization of less commonly used nouns having "irregular" plurals.

7. No. English verb morphology is simple. Again early drill on the three phonologically-conditioned allomorphs of the third person singular, present, and of the past is essential, followed by drill on the most commonly used verbs which have "irregular" pasts (and some, different past participial forms, also) and at a later age memorization of less common verbs having "irregular" pasts (and sometimes different past participles.)

[1]Also used in forming adjectives.

[2]Also on inflectional suffix forming adverbs.

Direction No.	Directions

personal pronouns are inflected for the same four functions; the form used of each pronoun is governed by its slot and function in the sentence. In both Spanish and English, personal pronouns must be in concord with the noun they replace in number and sometimes in gender.

GO TO DIRECTION NO. 69!

69. USING A BLANK SHEET OF PAPER, COVER ALL THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 4 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE ASSIGNMENT AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTION 5.

Question 4. Define the terms government and concord in conjunction with pronoun usage in English.

R.4. Government regulates the form of pronoun used, according to its slot and function in the utterance. Concord is agreement between the pronoun and the noun it replaces.

Question 5. Considering the small number of members of the personal pronoun paradigm, what would be the best method of teaching pronoun usage in English to children in the lower elementary grades?

R5. Extensive practice with substitution of different pronouns in the various slots in the sentence in which they may be used is the best method.

GO TO DIRECTION NO. 70!

Direction No.	Directions
70.	YOU HAVE COMPLETED LESSON 9. IF ONE WEEK HAS PASSED SINCE YOUR LAST EXERCISE IN LESSON 8, RETURN TO THAT POINT AND CONTINUE WORKING ON LESSON 8. IF ONE WEEK HAS NOT PASSED, CONTINUE TO LESSON 10 AND FOLLOW DIRECTION 71.

LESSON NO. 10

TOPIC: Words and Their Meanings

Direction No.	Directions
71.	THE QUESTIONS PRESENTED BELOW REPRESENT SOME OF THE MAJOR POINTS COVERED IN YOUR ASSIGNMENTS. READ THE QUESTIONS CAREFULLY AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF THE ASSIGNMENTS.

Q1. Why is word for word translation from one language to another impossible?

Q2. On what should vocabulary learning be based?

Q3. How is interference from the native language to be forestalled?

Q4. What other aspect must a learner become familiar with in order to fully understand the language?

72. CONSIDER THE ABOVE QUESTIONS AS YOU COMPLETE THE ASSIGNMENTS GIVEN BELOW. REMEMBER, YOU WILL BE ASKED TO ANSWER THE QUESTIONS LATER.

CONTACT YOUR BILINGUAL EDUCATION SUPERVISOR AND ARRANGE TO VIEW THE FILM "WORDS AND THEIR MEANINGS".* PAY PARTICULAR ATTENTION TO THE FOLLOWING POINTS IN THE FILM:

I. PURPOSE

This film is designed to show that the words of one language do not cover the same areas of meaning as the words of another. Therefore, word for word translation from one language to another is not a valid procedure.

Furthermore, the experiences of life are viewed and described differently from language to language. Such descriptions are not transferable from one language to another.

A demonstration lesson in French illustrates the principles of teaching vocabulary.

*This film is one of a series of five films entitled Principles and Methods of Teaching A Second Language, put out by Teaching Film Custodians, Inc., of New York. The information concerning the film is quoted from the Work Papers, courtesy TFC, 25 W. 43 Street, NYC, N.Y.

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Direction No. | Directions

II. CONTENT OF THE FILM

A. Language Information

1. There is no one-to-one correlation between the words of one language and another. Therefore, there can be no valid word-for-word translation from one language to another.
2. The meaning of a word depends very largely on the context in which it is used.
3. Situations and experiences are viewed differently in different languages. Common expressions and figurative uses of words in one language are not convertible into another.

B. Classroom Techniques

1. Vocabulary should not be taught in lists but in context, and where possible, through direct association with real situations.
2. In the early stages, procedures in teaching vocabulary parallel those used in teaching the sound system or the grammar of a language, the difference being on emphasis. The basic steps are:

   a. Presentation of an accurate model by the teacher.
   b. Imitation, as accurate as possible, by the students.
   c. Sufficient practice for mastery by the students.
   d. Variation of the model through substitution to extend usefulness and provide interest.

3. Points illustrated in the French lesson are:

   a. Presentation of vocabulary in already familiar patterns.
   b. Practice of vocabulary within these patterns.
   c. Substitution of new elements to teach new vocabulary items and drill patterns.

VIEW THE FILM AND THEN READ AND FOLLOW DIRECTION NO. 73.

73. READ PP. 45-58 OF CHAPTER 4 IN SAVILLE AND TROIKE AND THEN READ AND FOLLOW DIRECTION NO. 74.

Direction No.	Directions
74.	USING A BLANK SHEET OF PAPER, COVER ALL OF THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 1 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE ASSIGNMENT AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTIONS 2 THROUGH 4.

Question 1. Why is word for word translation from one language to another impossible?

R.1. Word for word translation does not work because each word has a range of meanings which is unique to its language. Also one word in a language may require several words for translation into another language.

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Question 2. On what should vocabulary learning be based?

R.2. Vocabulary learning should be based on sound structure and grammar.

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GO TO THE NEXT PAGE!

Direction No.	Directions
	Question 3. How is interference from the native language to be forestalled?
	R.3. Vocabulary interference from the native language may be forestalled by using the direct method in teaching.
	Question 4. What other aspect must a learner become familiar with in order to fully understand the language?
	R.4. The learner must also study the culture.
	READ AND FOLLOW DIRECTION NO. 75!
75.	READ CHAPTER 9, PP. 77-83, IN POLITZER. DO LEARNING EXERCISES 1 THROUGH 4 AND THEN READ AND FOLLOW DIRECTION NO. 76!
76.	READ CHAPTER 13, PP. 125-139 IN POLITZER. DO EXERCISES 1 THROUGH 4 (DO BOTH A AND B PARTS OF EXERCISE 4) THEN READ AND FOLLOW DIRECTION NO. 77.
77.	YOU HAVE COMPLETED LESSON NO. 10. IF THE DESIGNATED TIME HAS PASSED SINCE YOUR LAST EXERCISE IN LESSON 8, RETURN TO THAT POINT AND CONTINUE WITH LESSON 8. IF NOT, TURN TO DIRECTION NO. 78 IN LESSON 11.

LESSON NO. 11

TOPIC: Problems in Syntax

DIRECTION NO. DIRECTIONS

78. THE QUESTIONS PRESENTED BELOW REPRESENT SOME OF THE MAJOR POINTS COVERED IN YOUR READING ASSIGNMENT. READ THE QUESTIONS CAREFULLY AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF THE READING ASSIGNMENT.

Q.1. List three ways languages convey grammatical meanings.

Q.2. List four transformations in English causing particular difficulty for Spanish-speakers. Give the reason each of these causes difficulty.

Q.3. What is the important factor in performing English question and negative transformations?

GO TO DIRECTION NO. 79!

79. READ PAGES 41-45 OF CHAPTER 4 IN SAVILLE AND TROIKE. THEN READ AND FOLLOW DIRECTION NO. 80.

80. READ THE FOLLOWING INFORMATION.

"ADDITIONAL INFORMATION"

There are many transformations which are performed in a similar manner in Spanish and English: embedding relative clause, embedding noun clause, embedding adverbial clause, compounding sentences, and various others. However, there are five frequently-used transformations which are performed somewhat differently in the two languages and thus pose problems for the Spanish-speaker of English. The differences are described below:

SPANISH	ENGLISH
1. Adjective usually follows noun.	Adjective always precedes noun.
2. Negative word no is added before first auxiliary or verb.	Negative word not follows first auxiliary (or main verb be with no auxiliary) or added auxiliary word do.
3. Passive may be rendered in two ways, depending on whether or not an agent is stated.	Passive may be rendered in only one way, whether or not the agent is stated.

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Direction No.	Directions	
	4. Information question (when adding, not substituting, a wh-word) requires moving the entire verb phrase to precede the subject.	Information question (when adding, not substituting, a wh-word) requires moving only the auxiliary (or main verb <u>be</u> with no auxiliary) to precede subject or adding auxiliary word <u>do</u> to precede subject. Example: Why is he working? Why is he happy? Why does he work?
	5. Yes-no question requires moving the entire verb phrase to precede the subject.	Yes-no question requires moving only the auxiliary (or the main verb <u>be</u> with no auxiliary) to precede subject or adding auxiliary word <u>do</u> to precede subject. Example: Is he swimming? Is he a teacher? Does he swim?

GO TO DIRECTION NO. <u>81</u>!

81. USING A BLANK SHEET OF PAPER, COVER ALL OF THE PAGE BELOW THE <u>DOTTED</u> LINE. READ QUESTION NO. <u>1</u> AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE <u>DOUBLE</u> LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE ASSIGNMENT AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTIONS <u>2</u> AND <u>3</u>.

<u>Question 1</u>. List three ways languages convey grammatical meanings.

R.1. Languages convey grammatical meanings by word order, function words, intonation and affixes.

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Direction No.

Directions

Question 2. List four transformations in English causing particular difficulty for Spanish-speakers. Give the reason each of these causes difficulty.

R.2. A. Adjective transformation. The adjective generally follows the noun in Spanish and always precedes it in English.
B. Negative transformation. The negative word precedes the entire Spanish verb phrase but follows the first auxiliary (or the verb be used by itself) in English.
C. Passive transformation. There are two ways of performing it in Spanish and only one in English.
D. Information question. In Spanish the entire verb phrase is moved to precede the subject, but only the first auxiliary (or the main verb be used by itself) is moved to precede the subject in English.
E. Yes-no question. In Spanish the entire verb phrase is moved to precede the subject, but only the first auxiliary (or the main verb be used by itself) is moved to precede the subject in English.

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Direction No.	Directions
	Question 3. What is the important factor in performing English question and negative transformations?
	R.3. The verb phrase (whether there is an auxiliary or whether there is only a main verb be or another main verb only) is the important factor.
	GO TO DIRECTION NO. 82!
82.	READ CHAPTER 10, PP. 84-91 IN POLITZER. DO ALL OF LEARNING EXERCISE 1 AND THEN READ AND FOLLOW DIRECTION 83.
83.	READ CHAPTER 14, PP. 140-159, IN POLITZER. DO LEARNING EXERCISES 1 THROUGH 6 AND THEN GO TO DIRECTION NO. 84.
84.	YOU HAVE COMPLETED LESSON NO. 11. IF THE DESIGNATED TIME HAS ELAPSED SINCE YOUR LAST EXERCISE IN LESSON 8, RETURN TO THAT POINT AND CONTINUE LESSON 8. IF NOT, TURN TO LESSON 12, DIRECTION NO. 85.

LESSON NO. 12

TOPIC: Additional Methods in TESL

Direction No.	Directions
85.	THE QUESTIONS PRESENTED BELOW REPRESENT SOME OF THE MAJOR POINTS COVERED IN THE ASSIGNMENTS WHICH FOLLOW. READ THE QUESTIONS CAREFULLY AS YOU WILL BE ASKED TO ANSWER THEM UPON COMPLETION OF THE ASSIGNMENTS.

Q.1. List three methods which have been used to teach foreign and second languages. Tell which type of bilingual will be produced by each method.

Q.2. What can the teacher who learned English as his second language and who realizes he still has problems in his own speech do to provide his students with the excellent standard they need?

Q.3. List the areas which can be developed most rapidly in the dominant language of the child?

Q.4. What is the best order for teaching the elements of a second language?

Q.5. List four of the five principles regarding second language teaching.

Q.6. What is the important concept for teaching sound distinctions which should be taught the first week of school? What can be used in sentences and is the most useful device for teaching sound discrimination?

Q.7. Although one new element at a time is focused on in order to avoid confusion, the teaching of _____, _____, and _____ should be integrated.

Q.8. In order to avoid boredom, what factor must be observed in oral drills?

Q.9. List five of the seven types of oral-aural drills which may be utilized in language teaching.

Q.10. What are the most important vocabulary items to teach early?

Q11. Are basal reading texts prepared for native English-speaking children appropriate for teaching reading to children learning English as a second language?

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Direction No.	Directions
	Q.12. What percentage of the talking does the Defence Language Institute recommend the students do?
	Q.13. What is the first consideration to remember in using pictures as visual aids?
	Q.14. What two types of pictures does Kreidler suggest utilizing and for what purpose is each type to be used?
	Q.15. List five other visual aids Kreidler recommends.
	Q.16. What are the initials and what is the name of the organization which published the journal in which the Kreidler article appeared?
	Q.17. What source of materials is listed in this journal? Name one other article which you think would be particularly helpful to you as a classroom teacher.
	Q.18. List three audio aids.
	Q.19. What are three important reasons for testing in second language learning?

GO TO DIRECTION NO. 86!

86. CONSIDER THE ABOVE QUESTIONS AS YOU COMPLETE THE ASSIGNMENTS GIVEN BELOW. REMEMBER, YOU WILL BE ASKED TO ANSWER THE QUESTIONS LATER.

CONTACT YOUR BILINGUAL EDUCATION SUPERVISOR AND ARRANGE TO VIEW THE FILM "MODERN TECHNIQUES IN LANGUAGE TEACHING"*. PAY PARTICULAR ATTENTION TO THE FOLLOWING POINTS:

I. PURPOSE

The purpose of the film is to reinforce and expand the techniques of language teaching, explained and illustrated in Films 1, 2, 3, and 4, in this case using English as the language to be learned.

Classes shown include a third grade class of Spanish-speaking children, a ninth grade class of Spanish-speaking adolescents and an adult class of speakers of languages from the Mid East, Far East, Africa, Europe and South America.

*This film is one of a series of five films entitled Principles and Methods of Teaching A Second Language, put out by Teaching Film Custodians, Inc., of New York. The information concerning the film is quoted from the Work Papers Courtesy TFC, 25 W. 43rd Street, NYC, N.Y.

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Direction No. | Directions

The film also considers the role of the non-native teacher who must bear the responsibility of teaching a second language throughout the world. References are made to the use of language recordings and to the problem of the oversize language class.

II. CONTENT OF THE FILM

A. The Third Grade Class

1. The non-native teacher of a second language
   a) Use of the scale of language competency, as developed by the Modern Language Association of America;
   b) Thorough preparation by the non-native teacher of a few items for accurate presentation during a teaching period.
2. Teaching by the oral or mimiery-memorization (mim-mem) method.
   a) Presentation of an accurate model;
   b) Testing for listening discrimination;
   c) Imitation;
   d) Practice;
   e) Variation of practice.
3. Value of preparation and rehearsal of additional lessons by teacher.

B. The Ninth Grade Class

1. Use of dialogue materials to teach common grammatical patterns.
2. Presentation of dialogue materials by oral or mim-mem methods.
   a) Presentation of an accurate model;
   b) Imitation;
   c) Practice;
   d) Generalization after learning;
   e) Extension of controlled patterns for individual practice.
3. Class Procedures
   a) Choral work by entire class;
   b) Setting up a dialogue situation between teacher and entire class;
   c) Choral work by groups;
   d) Creating a dialogue situation between groups;
   e) Use of dialogue situations for individual practice;
   f) Introducing native speech through language laboratory or use of tapes.

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Direction No.	Directions

C. The Adult Class

1. Guided dialogue as basis for learning vocabulary.
2. Memorizing the dialogue by the oral or mim-mem method.
3. a) Presentation of a correct model;
   b) Imitation;
   c) Skill in correcting errors in pronunciation, rhythm, tempo and intonation;
   d) Practice;
   e) Variation of practice;
   f) Extension of practice to individuals.
4. The memorized dialogue as basis for vocabulary expansion.
   a) Substitution of new vocabulary items in known structural patterns.
   b) Substitution of new grammatical patterns with known vocabulary items.

D. Order of Presentation of Language Learning Activities

1. Hearing
2. Speaking
3. Reading
4. Writing

E. Use of Reading and Writing

1. Reading as recognition of the graphic symbols of material learned.
2. Writing as production of the graphic symbols of the materials learned.
3. Appreciation of literature based on a thorough grounding in the new language.
4. Writing in free composition as an activity at advanced level.

F. Oral, or Mim-Mem Method Used with Oversize Class

1. Choral work with entire class.
2. Division of entire class into smaller groups.
3. Individual practice.

C. The Language Laboratory

H. The Teacher as the Motivating Force in Language Learning.

AFTER VIEWING THE FILM READ DIRECTION NO. 87!

GO TO THE NEXT PAGE!

Direction No.	Directions
87.	READ THE "ADDITIONAL INFORMATION" PRESENTED BELOW:

Additional Information

Excellent suggestions for oral-aural training are given by Faye Bumpass:

1. Repetition must always be given correctly in imitation of an excellent standard.

   The teacher's language is the standard of the classroom and he must strive to make it the best possible. He must remember that good habits of speech should be established from the beginning lessons, as it is more difficult and time-consuming to break an incorrect speech habit than it is to form a new habit correctly.

2. Repetition drills [as well as stories and dialogues] must be given in identical fashion [and with identical vocabulary] until the speech habit is firmly fixed.

   Choral and individual repetition drills of lexical items within basic structural patterns, and cued responses in chorus of complete sentence answers aid greatly in "fixing" the speech pattern.

3. Repetition periods should be intensive and frequent and not too long.

   Short periods of varied and lively drill activity serve to maintain a high level of interest on the part of young children. Fatigue, boredom, and lack of interest will tend to retard the learning process.

4. Repetition exercises should be required until the pupils have achieved automatic mastery and have realized emotional fulfillment.

   A brisk pace during the drill period, frequent change (variation) in the types of drills,and intense use of exercises with multiple sense appeal contribute to the pupils' enjoyment of the learning experience.[1]

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[1]Bumpass, Faye L. , Teaching Young Students English as a Foreign Language, New York, American Book Co., 1963, pp. 18-19.

READ AND FOLLOW DIRECTION NO. 88!

Direction No.	Directions
88.	READ CHAPTER 5, PP. 49-64 IN SAVILLE AND TROIKE AND THEN READ AND FOLLOW DIRECTION NO. 89.
89.	USING A BLANK SHEET OF PAPER, COVER ALL OF THE PAGE BELOW THE DOTTED LINE. READ QUESTION NO. 1 AND WRITE YOUR ANSWER IN THE SPACE PROVIDED. TO CHECK YOUR ANSWER, MOVE THE BLANK SHEET DOWN TO THE DOUBLE LINE AND READ THE CORRECT RESPONSE. IF YOU FAILED TO ANSWER THE QUESTION CORRECTLY, READ THE APPROPRIATE PORTION OF THE ASSIGNMENT AGAIN AND REWRITE YOUR ANSWER. FOLLOW THE SAME PROCEDURE FOR QUESTIONS 2 THROUGH 19.

Question 1. What can the teacher who learned English as his second language and who realizes he still has problems in his own speech do to provide his students with the excellent standard they need?

R.1. He should be especially well-prepared, stick to the range of his ability and utilize tape recordings and records.

Question 2. In order to avoid boredom, what factor must be observed in oral drills?

R.2. A brisk tempo and variety are both important factors in oral drilling.

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Direction No.

Directions

Question 3. List the areas which can be developed most rapidly in the dominant language of the child.

R.3. Reading, social studies, and science are the three areas.

Question 4. What is the best order for teaching the elements of a second language?

R.4. The best order is listening, speaking, reading, and writing.

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Direction No.	Directions
	Question 5. List four of the five principles regarding second language teaching.

R.5. 1) When new elements of vocabulary, structure, or pronunciation are being introduced, it should be in the context of elements which have been taught previously.
2) Each point should be focused on and drilled adequately before a new point is taken up.
3) Alternative forms (e.g. different pronouns, verb tenses, types of noun plurals) should not be intermixed until each has been practiced separately.
4) It is more desirable to teach the full forms of language before the reduced forms.
5) When the structural framework has been learned using a limited number of words, the required vocabulary can easily be added.

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Direction No.

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Question 6. What is the important concept for teaching sound distinctions which should be taught the first week of school. What can be used in sentences and is the most useful device for teaching sound discrimination?

R.6. The concept to be taught the first week is "same-different." Minimal p rs are the most useful device.

Question 7. Although one new element at a time is focused on in order to avoid confusion, the teaching of _____, _____, and _____ should be integrated.

R.7. The teaching of phonology, grammar and vocabulary should be integrated.

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Direction No.

Directions

Question 8. List five of the seven types of oral-aural drills which may be utilized in language teaching.

R.8. The drill types are (1) mim-mem, (or repetition); (2) chain-drill; (3) substitution (by same grammatical class); (4) replacement (by different grammatical class); (5) conversion (by different form of same word); (6) expansion; (7) transformation.

Question 9. What are the most important vocabulary items to teach early?

R.9. Function words must be taught early.

GO TO DIRECTION NO. 90!

Direction No.	Directions
90.	READ THE ARTICLE "EFFECTIVE USE OF VISUAL AIDS IN THE ESOL CLASSROOM" BY CAROL J. KRIEDLER IN THE MARCH, 1971, ISSUE OF TESOL QUARTERLY, PP. 19-37. THEN FOLLOW DIRECTION NO. 91.
91.	ANSWER THE FOLLOWING QUESTIONS USING THE SAME PROCEDURES AS IN PREVIOUS EXERCISES.

Question 10. Are basal reading texts prepared for native English-speaking children appropriate for teaching reading to children learning English as a second language?

R.10. No, they are not.

Question 11. What percentage of the talking does the Defense Language Institute recommend the student do?

R.11. The DLI states pupils should do 80% of the talking.

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Direction NO. Directions

Question 12. What is the first consideration to remember in using pictures as visual aids?

R.12. The first consideration is that the pictures must not be ambiguous.

Question 13. What two types of pictures does Kreidler suggest utilizing, and for what purpose is each type to be used?

R.13. Structure-oriented pictures can be utilized for sound and grammatical structure drills as well as vocabulary teaching. Context-oriented pictures can be used for dialogues and oral composition.

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Direction No.	Directions

Question 14. List five other visual aids Kreidler recommends.

R.14. Other visual aids recommended by Kreidler are the following: filmstrips, movies, blackboards, the teacher himself, calendars, crossword puzzles, coins, maps, and models and floor plans of buildings.

Question 15. What are the initials and what is the name of the organization which published the journal in which the Kreidler article appeared?

R.15. TESOL (Teachers of English to Speakers of Other Languages) is the organization.

Question 16. What source of materials is listed in this journal? Name one other article which you think would be particularly helpful to you as a classroom teacher.

R.16. ERIC-TESOL Documents are listed. Any of the articles listed in the table of contents could be of value.

GO TO DIRECTION NO. 92!

Direction No.	Directions
92.	READ THE "ADDITIONAL INFORMATION" PRESENTED BELOW.

"ADDITIONAL INFORMATION"

Considerations in testing second language learning are stated well by Mary Finocchiaro:

1. The three most important reasons for testing as far as classroom teachers are concerned are: a) to diagnose the specific features of the language in which individual students or groups are having difficulties; b) to help us guage our ability as teachers; c) to find out how much our students have learned or achieved.

2. Testing should be a continuous process which will help reinforce our students' interests. Knowledge of one's progress and success, as we all know, acts as a powerful stimulant to learning.

3. If the majority of the students fail a test, it would be desirable for us to review critically our presentation and the practice activities in which we engaged in teaching the language item we are testing. It is only to the extent that the classroom teacher translates the results of tests into more effective teaching procedures that students will derive any benefit from a testing program. It goes without saying that poor grades by the majority should signal reteaching and retesting of the item or items involved.

4. Test results which point up serious difficulty in some aspect of the curriculum will enable us to apply remedial measures quickly. Since language is a cumulative subject, it would be unwise to attempt to build a second or third story when the building blocks in our foundation are not well cemented.[2]

Fairy stories, songs, nursery rhymes, and games (as well as records and tape recordings) are invaluable audio aids in second-language teaching.

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[2]Finocchiaro, Mary, English as a Second Language: From Theory to Practice, New York, Regents Publishing Company, 1964, pp. 109 and 116.

READ AND FOLLOW DIRECTION NO. 93!

Direction No.	Directions
93.	READ CHAPTER 3, PP. 12-18 IN POLITZER, AND THEN FOLLOW DIRECTION NO. 94.
94.	RESPOND TO THE FOLLOWING QUESTIONS USING THE SAME PROCEDURE YOU HAVE FOLLOWED IN PREVIOUS EXERCISES.

Question 17. List three methods which have been used to teach foreign and second languages. Tell which type of bilingual will be produced by each method.

R.17. The grammar-translation method will produce a compound bilingual, whereas both the direct and audio-lingual methods will produce coordinate bilinguals.

Question 18. List three audio aids appropriate for use in the TESL classroom.

R.18. Audio aids are fairy stories, songs, nursery rhymes, games, records, and tape recordings.

GO TO THE NEXT PAGE!

Direction No.	Directions

Question 19. What are three important reasons for testing in second language learning?

R.19. Three important reasons for testing are these:
(1) to diagnose the features of the language causing difficulty for the students;
(2) to diagnose the areas in which the teacher's performance needs to be improved; and
(3) to find out how much the students have learned thus far and to determine whether they are ready to proceed.

GO TO DIRECTION NO. 95!

95. WHEN YOU HAVE COMPLETED ALL LEARNING EXERCISES IN THIS KIT, INCLUDING LESSON 8, RETURN ALL THE MATERIALS TO YOUR BILINGUAL EDUCATION SUPERVISOR AND ASK FOR FURTHER INSTRUCTIONS.